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ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Echoes of Minneapolis

IN THIS issue we present a number of abstracts of outstanding addresses delivered at the great gathering of the National Education Association at Minneapolis. That memorable meeting is barely over as we go to press.

Next week our readers may look for more of the platform echoes. By printing them in the Journal we enable our subscribers to have them in permanently accessible form. We believe that not only those who attended the big convention, but those who did not, will appreciate this recapitulation of significant messages.

In the Journal of July 23 we are planning to give the report by our editor-in-chief. For many years his characterizations, notes and observations upon the National Education Association meetings have been read with interest. The Department of Superintendence convention in Boston, last February, kept our editor so busily occupied in playing the host that the work of reporting was largely delegated to other persons. The Minneapolis story will be done by the dean of American educational editors and correspondents in his own inimitable manner.

The Minneapolis Report Number of July 23 will be the last before the Journal of Education shuts down for its brief yearly vacation. Publication will be resumed August 20, after an interval of three weeks. Our office people are rejoicing in the happy fact that the calendar this year has fifty-three Mondays—hence three weeks' recess is possible without depriving our subscribers of the promised fifty issues in a twelvemonth.

Bogan Unanimously Elected

W. J. BOGAN has been unanimously elected superintendent of schools of Chicago, and the indications are that the principals and teachers of Chicago, the school people of all America, and the citizens of Chicago regardless of past preferences are unanimously rejoicing in the unanimous choice of Acting Superintendent Bogan as the superintendent at a salary of $15,000.

There was nothing else to be done, and it was done heartily and gracefully. Fortunately no person, no group of persons, no organization, civic or professional, can claim this election as its victory.

Mr. Bogan owes his election to himself alone, to his record as an educator, to his experience in

Chicago, to the fact that he has never yielded to compromising influences or prejudices, and he will have an absolutely free hand and hearty unanimous support of the School Board in giving the city as good schools as there are in the world.

We have never lost faith in Chicago since we first knew the city fifty-two years ago, and our faith was never more firm than it is with the election of William J. Bogan. He was elected on June 27, 1928.

Pupils know their teachers at the end of a school year much better than teachers know their pupils. This is quite natural, considering the numerical ratio. But not all teachers are aware how keenly they are observed and rated. Even their "I.Q.'s" are measured. But most of all, their dispositions. However, it is the wrong time of year to speak of these.

Overworried Over Methods

EVERY study of Intelligence Tests and Measurements tends to show that the records made in the early elementary grades continue in high school, in college, and in professional schools. Apparently it makes slight difference what subjects they have in high school and college, or what professions they prepare for in the university.

This is the most disconcerting revelation that tests and measurements have made. There is no appreciable effect in the years spent in elementary school and high school, college and university, whatever subjects are studied, whatever methods are used, whoever are the teachers.

With "averages" there is no difference. With the median there is merely a trace of difference. With tertile-median there is a little more difference, and in quartile there are evidences that methods and personalities do make some difference.

Those jazzists who sit on the educational bleachers and eat professional popcorn and drink educational "pop," yelling for their pet method, methoder or methodess, would be liable to be disturbed by Dr. Walter F. Dearborn's wonderful book on "Intelligence Tests" if they read anything as scholastic as is this book.

The Automobile Library

THE library is now laboratory for the information and inspiration of the country home, and is one of the chief public activities to make the evening a family affair in rural life.

With all of its virtues the automobile is liable to divide the home by taking the parents or the children to town in the evening, leaving those who remain in an unsatisfied state of mind.

We have written more than once on the possibility of saving the family with books, but we have had in mind the city and suburban family. We have not duly stressed the importance of the automobile library service.

While there were spots here and there experimenting with county library service by means of transportation for twenty years it is Los Angeles County that is doing it in a majestic and magical way. The Los Angeles County library has almost limitless space and scores of skilful attendants handling tens of thousands of books, delivering them to every rural and village school in the county and exchanging with almost lightning rapidity. We are always appalled by the vastness and artistic service rendered by Los Angeles County librarians, and, as usual, dare not attempt to describe it.

Much as we admire this service it is too vast to be described as typical. The latest view we have had of the book automobile is on the Iron Range, St. Louis County, Minnesota, where the book-laden automobile car comes to a community on a given day and a given hour with a skilful library attache. There is room in this special car for several persons to be seated facing the specialists. They return the books they have read, discuss them favorably or unfavorably, and get the books they have asked for.

The librarian assistant who makes these visits advises farmers, laborers, women and children what books will please and profit them. It is custom-made education through library service. This librarian of the automobile has a confidential relation to the countryside that no other educator or representative of country welfare has. This service promotes farm prosperity, and makes a large contribution to social and domestic contentment.

We spent a week on the Iron Range and there were many things that were highly impressive, but nothing more so than these library automobiles that are broadcasting wisdom, entertainment and prosperity.

This is the first time that the dominant political party has nominated a President or Vice-President from west of the Missouri river.

Hepner to San Diego

WALTER R. HEPNER, superintendent of Fresno, is elected to the superintendency of San Diego at $8,000 salary. This is one of the most interesting professional events of recent times. It is scarcely two years since William John Cooper was elected to the superintendency of San Diego from the superintendency of Fresno, and Mr. Hepner succeeded him at Fresno.

Mr. Hepner has made good administratively, fol-

lowing one of the eminently successful city superintendents of the country. He has also demonstrated professional efficiency as the author of a textbook of rare merit.

San Diego has had five months in which to select a successor to Mr. Givens, who was elected to the superintendency of Oakland in January, to begin service July 1. No superintendency has canvassed as many possible candidates as thoroughly as has San Diego in this case, and it is high tribute to California and to Fresno, as well as to Mr. Hepner, that he is the choice of San Diego.

There are hundreds of thousands of stars flying around in the systems of universes, but we know so much about them that we think we know no two of them can collide in ten billion years. Why worry?

Intelligence Tests will require teachers to interpret N. A. T. and T. A. T., which will be in common use soon, as the Republican elephant and the Democratic kicker.

An Important Schoolmaster

SENATOR SIMEON D. FESS of Ohio, as temporary chairman of the Republican National Convention, made one of the ablest political addresses that has been made in any National Convention in many years. It was strong in statesmanship. We were proud of Professor Fess, as we knew him when he was on the faculty of the Normal College at Ada, Ohio, even more so on the educational platform after his studies at Chicago University, and still more as president of Antioch College, and we cannot resist the temptation for old-time's sake to quote from his famous Kansas City address of June 14, 1928:—

"The problem of agriculture from the producer's standpoint is a more equitable distribution of what the consumer of food has to pay. The farmer's complaint is not that the consumer does not pay enough, but of what he pays the producer does not get his rightful share. The immediate problem is greater producer control over the products of his toil. His need is a seller's market to give him a voice in what he is to receive instead of subjecting him to the whims of an unregulated, and not infrequently a speculative, market where he is left to take whatever the buyer might be willing to give. To be substantial and effective, the machinery of this control must be farmer-owned, farmer-organized, and farmer-operated. . . . All relief measures to be of permanent value must be constructive and grounded in economic principles underlying production and consumption. The solution is primarily economic. . . .

"The vital concern is to establish and maintain a high standard of living among all classes of our population. . . .

"Next to raising his crop the farmer is most interested in a market for his surplus, out of which he must obtain the needs of modern society. He is definitely interested in the sustained prosperity of non-agricultural industries which make possible the buying power of the public. Far from these industries being an injury to him, his greatest hope lies in their continued prosperity. The nearer his market, the greater his saving from the cost of transportation. While he appreciates the foreign market, it is negligible in contrast with his home market, in which he sells ninety per cent. of his product. . . . His highest interest demands that policy which enables American capital to invest in American industry at reasonable profit, in the employment of American labor, upon a wage scale that will maintain an American standard of living, which insures a buying power of the public necessary to supply a market for his product. . . . He also demands an adequate transportation system at the lowest rate consistent with efficient service. He favors such unification in transportation systems as will permit a revision in the rate structure in the interest of agriculture. A successful transportation system is a condition precedent to his own success, hence his concern over any effort to crippie transportation and his interest in added facilities to reach the market. His problem of the cost of transportation will be partially relieved by the system of inland waterways now under construction and a lake-to-ocean water route which will afford an outlet for the heart of agricultural America to foreign markets without reshipment."

This is the highest in American statesmanship for today and tomorrow.

Arthur Brisbane says the replacement of slow-drying paint by quick-drying lacquer has reduced the painting time from days to minutes.

Anything is learned infinitely quicker and retained infinitely longer if it comes inspirationally than when the learner is listlessly bored by the subject. Teaching today is generally inspirational, and then the teaching and the school are inexpensive.

The Visiting Teacher

IN THE present complexity of social and domestic life none of the new discoveries is more important than the visiting teacher, and there is no other educator who has greater need of an endowment of superior wisdom and superhuman common sense.

The visiting teacher must know the child in more relations than anyone else is expected to know him. She must know the child's inheritance, disposition and personal traits. Must know his father and mother and the home life. Must know his playmates and his relation to the community. In short she must know and do everything that no one else knows and no one else does for the child.

A school and community without a visiting teacher is crippled in its educational activities.

The first shorthand radio-photograph message ever sent was received in legible form at the National Gregg Association banquet in Liverpool. This was the first time that a message in shorthand had been transmitted by wireless.

Belding's Page

SCHOLARSHIP AND ATHLETICS

DOES the time devoted to athletics and other extra-curricular activities of college detract from scholarship?

Profesor Carl C. Brigham of Princeton has investigated the question rather carefully as to his own university, and finds a set of facts which, while not answering the question, shed interesting light.

Participation in athletics does not necessarily lower academic standing. This much is clear from the report of this Princeton psychologist. As a group the men of '27 who engaged in athletic and extra-curricular work stood as high in their studies as those who devoted their whole time to their academic work.

This appears to demolish an opinion frequently met—an opinion reached by the "it stands to reason" type of logic.

The difficulty of deriving exact conclusions from such investigations arises from the fact that personalities as well as circumstances differ. It is not likely that many of the students who adhered closely to their books would have been able to carry an outside load without injury to their scholastic standing. Yet some of them might have improved their scholarship by outside activity and the brain stimulus which it produced. Such points as these are hard to determine by even the most painstaking analysis of student records.

SOCIAL ATTITUDES

THE economic value of eight, twelve, sixteen years of schooling has been pretty well established. This can be figured in dollars, and has been so figured. Even when liberal deductions are made for possible differences in ability between those who drop out of school and those who continue, the value of the longer period of instruction is clearly manifest.

Presumably, likewise, the ability to earn the larger income indicates, in general, a larger return of services to the community.

How, then, with the less tangible values?

From a selfish standpoint education lends social leverage, no doubt. And the more education one has, the greater should be his fitness for getting on and up among his fellows.

Vastly more important than this, however, is the inquiry into the social attitude of those who do or do not remain at school. Does school develop young men and young women into social or anti-social beings?

Is the high school graduate, for example, more apt to strive for the general good of society, beginning with family, neighbors and acquaintances, than the graduate of an elementary school only?

What is the effect of the average high school, the average college, upon social and civic attitudes? Do these institutions cultivate self-interest or group interest?

Are elementary schools, by any chance, imparting a social viewpoint which is lost or dulled in subsequent courses and relationships?

These are questions difficult of answer. Yet there is value in giving them consideration for any individual school or grade or group.

MEXICO'S USE OF RADIO

THE present government of Mexico shows an enthusiasm for education which is most encouraging for the progress of that hitherto backward nation.

Advantage has been taken of wireless, in the effort to disseminate a degree of culture to the Mexican peons. While enlightenment may not be literally in the air they breathe down there, it is in the air they listen to.

Twice each day, except Sundays, programs of education and entertainment are broadcast from station BZE, operated by the Department of Education. Once a week a lecture on pedagogy is delivered for the benefit of rural teachers.

In some ways the backward nation which starts to move forward does a more thorough job, utilizing more of its available resources, than the nation which has already attained a position near the forefront of civilization and tends to be reasonably well satisfied with itself.

SPEAKING OF CONFERENCES

THE fellow, whoever he was, who originated the theory that everything worth while must be done by means of a conference, ought to see the luxuriant growth that has sprung from that little seed. Conferences, conferences, and more conferences. What is one to do between them? There is scarcely time left to do anything.

Getting the feet under the same mahogany table doubtless aids in the removal of misunderstandings. But conferences that have no very definite objective of this sort may become a waste of time.

Let us take our conferences, like everything else, in moderation. Let us have courage, now and then, to miss one of them, even though our expenses were to be fully paid if we attended.

Something can only be accomplished by staying on the job and plugging away persistently at it. When this has failed to produce the desired results, or when hard work has become wholly barren and stale, the moment has arrived for—well, possibly, a conference, but probably a vacation.

Anson W. Belding

Associate Editor.

Heard at Minneapolis

Education and True Patriotism

By DANIEL L. MARSH

President, Boston University, Boston, Mass.

EDUCATION is the indispensable means by which society shapes its ends and determines its progress. It is the function of the teacher to interpret the past, preserve the present, and determine the future. It is impossible to capitalize society so strongly that its accumulated moral strength will not subside and ultimately end in bankruptcy unless its strength is renewed in each new generation. That means that every generation is faced with the necessity of saving society. Hence, each new generation must be taught, among other things, the following ten commandments of true patriotism:—

1. Thou shalt place only good and worthy men in positions of power, for everyone to whom unmerited power is given endangers the very essence of power.
2. Thou shalt enact just and equal laws, for it is by law that individual conduct is socially controlled.
3. Thou shalt enforce the laws upon all alike, without delay, and without fear or favor, for delay causes fermentation of unsocial propaganda, and favoritism tips the scales of justice.
4. Thou shalt obey and reverence all laws as the political religion of the nation, for disrespect for law is a sign of social disintegregation.
5. Thou shalt learn to think straight so that license be not mistaken for liberty, nor the clamor of mob psychology for public opinion, for social liberty is more important than personal liberty, and an enlightened public opinion is to mob psychology what sanity is to insanity.
6. Thou shalt appreciate solid attainment of national character, for it is the toilsome evolution of ages that crowns itself our Federal Union.
7. Thou shalt be tolerant of progressive change, for the surest way to avoid revolution is to encourage evolution.
8. Thou shalt not glorify war. Not only in the public school do we have a subtle glorification of war. Most of the impressive monuments which the average boy sees are monuments erected to commemorate battles or to honor soldiers. The marching of uniformed men, and the shrill call of the fife and the roll of the drums are well calculated to stir the blood. Military music can make us love the thing we hate. Thus we find the wealth of art, the power of drama, and the call of music consecrated to the glorification of war. But why should we create in the minds of the young the idea that there is glory in something in which no glory exists? War is of the devil. It is brutal and brutalizing. It holds neither life nor property nor honor as sacred. Chemistry and biology are every day making war more and more inglorious. If civilization does not find a way to settle international disputes without resorting to the rude arbitrament of the sword, civilization will perish with the sword.
9. Thou shalt overcome fear. It is fear that causes a nation to arm against possible foes. Fear leads to suspicion; suspicion ripens into hate; hate eventuates in war. Fear and jealousy and lust for power dictate a high state of military preparedness. The verdict of history is that a high state of military preparedness is a psychological cause of war. Rational preparation against misfortune is a different thing from fear.
10. Thou shalt develop an intelligent and vital patriotism. Patriotism is one of the noblest sentiments and one of the most sovereign instincts of a good man. The absence of it indicates a dead soul, as Sir Walter Scott suggests. To Scott's idea we must add the patriotism of the prophets of Israel. The prophets labored to get Israel to pass on from a narrow provincialism to the great task of carrying salvation to the whole world; but Israel fumbled its destiny.

A true patriot must be ready to die for his country, if need be, when his country is right; and he must be just as ready to die to make his country right, if need be, when it is wrong.

America must show the way to international cooperation and good will. We must not allow the spirit of greed and selfishness and ambition that has cursed the old world for centuries to find rootage in the soil of this continent. America has been a pioneering nation. She is now big enough and strong enough and rich enough to dare to pioneer in the great adventure of world peace. Americans must learn to be good neighbors, and to study life together. America gave to the world a new democracy for man, and she now may give to the world a democracy of

nations. In the World War, when President Wilson expounded the Christian philosophy of world politics, insisting that America entered into the war from no selfish motives, with no thought of revenge or desire for conquest, or for trade or commercial advantage, but for the sake of a great ideal, he did but voice the conscience of America.

The will to power is one of the most sovereign traits of normal human beings. It shows itself early in children. That is why children are so destructive; it is an expression of the will to power over other things. Since construction is more difficult than destruction, it comes later in the development of the child. Let us have an education that will direct the will to power into useful channels. An education like this will not be of the intellectual bloodless type. In it there will be a stimulation of social constructiveness.

Same Ethics for All

By SARAH T. MUIR
Lincoln, Nebraska

THE notion that executives in the teaching profession wish to be guided in their actions by a different code of ethics from that which governs the conduct of the classroom teacher has been exploded by the survey recently made by the committee on ethics of the profession. The reaction of chief executives, other administrators and classroom teachers to the questions asked, varied little.

To find out what the individual teachers thought of certain definite practices a list of thirty-nine was sent to a group of teachers, 3,145 in number, chosen to represent all positions in the profession and all geographical locations. Those replying were asked to state whether the practices listed were ethical or unethical, or to comment if it was impossible to give a definite answer. In addition, space was left for a list of what each considered the most serious and most frequent unethical practices that he had observed in the teaching profession. The replies justified the hope of the committee that a sound basis might in this way be laid for further study of what is proving to be one of the most interesting problems connected with teaching.

All types of teachers in all localities placed at the head of the list by a vote of 96.40 per cent. and 94.59 per cent., two items which they considered most objectionable: (1) For a school official to fail to recommend one of his teachers for a position in another community because he does not want to lose her services; (2) to violate official correspondence or conversation among teachers.

Health in High Schools

By ETHEL PERRIN
New York City

HEALTH was listed first of the seven educational objectives some years ago by the Committee on Reorganization of Secondary Education of the National Education Association. While much time and thought have been given to the organization of subject-matter and the study of method in health education below secondary school level, little has been done with this subject for high schools since these objectives were set up.

For the purpose of clarifying the terminology we will use health program to include everything done by the school for the purpose of protecting, correcting, and promoting the health of pupils. Such a program reaches into every nook and cranny of the school with every member of the faculty sharing in its responsibility. The four people whose major function lies within this program are the physician, nurse, hygiene teacher and physical education teacher. Those who carry the next largest share are the science and home economics teachers. Health is a policy rather than a subject, and as such it should not stand out conspicuously in the lives of the pupils any more than character education is set apart as a subject. A certain amount of fact knowledge concerning health is absolutely essential; much of this comes readily through science courses. One teacher should make the necessary personal applications and see that every pupil has opportunities for obtaining the subject matter. In a recent study of secondary school health programs this responsibility was placed in various departments, but more frequently in physical education. The most successful are headed by one person, called a health counselor, whose chief interest is the functioning of an inclusive program. Her duties are varied, but clear-cut, and in a small high school could be carried on by a teacher who has other distinct subject responsibilities.

Dr. Livingston Farrand has several adult health knowledge goals, which may be used as a guide for the equipment each high school pupil should

take with him when he leaves school. An educated person should know: The physiological and anatomical basis for sound health habits; the types and amounts and proportions of the various food elements for the proper nutrition of the body; have an acquaintance with the principles of normal mental action and the conditions underlying the more common variations from normal states of mind; a knowledge of the factors determining infection and resistance of the principles of artificial immunization in the case of certain of the common infectious diseases; have enough knowledge of the causes and prevention of the degenerative diseases to offer a prospect of passing through middle life without a breakdown; know and therefore be armed against health hazards lurking in the environment; appreciate the necessity for frequent medical and dental examinations; have as intelligent basis for choosing wisely medical advisers and for realizing that the modern practice of medicine is grounded on science and not on mystery, fancy and tradition; a knowledge of the important public health problems facing the community, of the methods of attacking these problems and of the results to be expected from intelligent community action in the public health field.

Discipline

By FRANK T. CALEF, M. D.

East Providence, R. I.

THE word "discipline" has a disagreeable sound and in many of us it arouses thoughts of unpleasant times and even of painful memories. The foregoing statement has reference to crude discipline—that in which "might makes right." We all avoid pain whenever possible; therefore deceit is practiced to avoid discipline or pain. For some, the words are synonymous, and the end-results are lying and deceit to avoid physical pain. The object of discipline in the school is to develop character and to produce an orderly place in which the work of the school can be carried on without undue interference.

True discipline builds character and the orderly schoolroom is merely a by-product. To build character is a task which requires all the self-respect one has and the ability to control one's self under all the trying circumstances which may arise in the schoolroom.

> "To thine own self be true;
> And it will follow as night the day
> Thou canst not then be false to any man."

The phrase, "consent of the governed" is most applicable to all school problems, for if those governed can agree that "the punishment fits the crime," then there is no sense of unfairness developed and no feeling of anyone's being wronged. There is nowhere a greater feeling of fair play existent than among a group of school children; and if one might hear the comments as passed among pupils when one is wrongfully punished or when the punishment does not fit the offence, he would learn much; but we can get from them only fragments of such ideas, for they are not for the general public to hear. That punishment is most successful when it accomplishes the desired results plus the holding of the respect and the affection of the child.

To achieve the desired results we must consider the child, his aims and purposes, his desire to do right; and above all we must respect his idea of right and wrong; therefore, we must have a talk with the offender. Do not put the offender on the defensive, but rather tell him the interference that he has caused in the work which the others are striving to do in the class and in the study room; and show him its effect. Then explain to him that the offence was a real hindrance and ask his aid in preventing a repetition. Do not punish now, for this is where the foundation of true character begins and is developed; but rather ask the pupil to aid in suggesting a punishment to be used when needed for succeeding offences of like kind . . . only in such a way as this can we get constructive criticism of our work. The suggestions of the pupil as to the proper punishment of reported offences will not arouse in him a sense of unfairness when applied to him. He will say: "I agree to that myself." This develops in him the primary idea of law and of his duty as a lawmaker; and a realization that laws are to be applied to all—even to himself. Thus we develop government with the consent of the governed. Thus we shall have laid the foundations of a government "of the pupil, by the pupil, and for the pupil."

To summarize briefly: Be true to yourself; be fair to the pupil; do nothing which he does not believe to be fair and just, and for which he does not see the full reason. Then you will have laid the foundation of real character-building—that result which is worth more to the world than all the knowledge contained in books.

This Button-Pushing Age

By J. B. NASH

School of Education of New York University
New York City

PHYSICAL education must not be confused with mere exercise. It involves exercise, of course, but it affects the entire organism, which is distinctly a unit, mentally and physically.

Thousands of school men still think that they can separate the mental and physical phases of the child, but these two are inseparably tied together, whatever affects one, affects the other. The boy is probably doing a high grade of interpretive thinking when he stands "at bat" waiting for a pitched ball. He sees the ball leave the pitcher's hand, he sizes up the situation, he decides where the ball is going, he decides what he is going to do—in other words he is engaged in a most highly developed type of interpretative judgment, namely, the sizing up of a situation. After he has sized up the situation he is then engaged in a ment-motor response, namely, a will to do in a particular manner. All of this involves both a muscular response and a mental response.

It is supposed that there is no muscular activity in connection with such a process as reading or thinking. In watching a person who is reading or even thinking, you will detect muscular response, lips move, the body sways, the head nods. All activities involve both mental and physical reactions. Some are low on the scale from the standpoint of mental activity and some are high, some are low on the scale in regard to physical activity and some are high. These two types of activities cannot be separated.

The first distinction the child has between right and wrong in his early childhood comes when the other children point their fingers at him and say: "You didn't play fair." It is then, as the sociologist says, that self and society are "twin-born." So I say the pitcher and the baseball team are twin-born. In this little group the child learns to co-operate with others, he learns to sacrifice for the group.

America is fast drifting into a state where its people are merely button-pushers and lever-pullers. They take only what exercise they have to. They lie awake nights devising new machinery to relieve them of work. Physical education must carry over and establish life habits of wholesome exercise.

Unconscious Grammar

By V. C. COULTER

University of Wyoming, Laramie, Wyoming

LANGUAGE is the instrument with which man has built his civilization. Language enables the individual to make the necessary adjustment to his environment, but more important still, it is the tool with which he fashions his own personality. When Max Muller delivered his lectures on "Language" at Oxford, he recognized the function of language in the development of man, and added that it was a "disgrace that in our general system of education, and even of elementary education, no place should have been found as yet for the Science of Language." If he were to address an American audience today, he could make the same statement. At no place in our school system is there provision to teach, except to a select few, the value and the nature of our most precious inheritance.

What we do teach is the mere etiquette of language behavior. Important, but no more related to the "teaching of language" than rules of deportment are related to a course in hygiene and physiology. In this day of science we ignore the science of language, the science which is most intimately related to our racial culture and to our mental growth.

Language is a normal function, not a body of facts and rules to be learned. We "teach" a function when we bring its processes into consciousness, evaluate them, and give more adequate controls. Any five-year-old knows more language facts than we try to teach him in the schools, facts of word order, word formation, the ways in which words get meaning, the curious shifts these meanings undergo, the relation of words and sentence idioms to his thinking, etc. But he does not know that he knows these things. To "teach" him language is to make him conscious of these language facts, to systematize and evaluate them. This is to put him in command of the instrument of his thought, the tool of his mental development. This is the science for which we make no provision in our educational system.

Training for Leisure

By JOHN J. LOFTUS, Ph. D., Principal
Public School No. 80, Brooklyn, N. Y.

TEN years ago the Commission on the Reorganization of Secondary Education of the National Education Association formulated a working definition of education for democracy. The procedure was applicable to the elementary schools also, and was established on the basis of the seven major objectives of habitual health, worthy home membership, vocational insight and guidance, efficient citizenship, desirable use of leisure time, ethical character, and command of the fundamental processes. The program proposed constituted a revolution in public school procedure and educators are still groping in their efforts to revise traditional points of view and practice. The Minneapolis convention is devoted to a program of citizen training. Character training is the major topic of the sessions of the Department of Elementary School Principals. Closely associated with all the other objectives and perhaps the most significant at the present day, the program of training for leisure has received the least attention.

At Public School No. 80, situated in Coney Island, we have set up for the past five years a practical revision of the curriculum on the basis of the seven major objectives rather than on the official course of study and have taken up this problem of training for leisure in a constructive spirit. It is quite interesting that this problem is being worked out in a summer resort community that caters annually to nearly 50,000,000 pleasure seekers.

The procedure was first to make a survey of the activities and interests of the children, and the handicaps and resources of the homes, the school, and the community. Next the teachers adopted a group of specific objectives for the school and set up worth-while classroom activities and projects, intra-curricular and extra-curricular clubs and special activities. After that a definite attempt was made to organize the facilities and the co-operation of the community in order to co-ordinate the work after school hours with the school program. The final steps were the evaluation of the work undertaken and the progressive study of current needs and opportunities.

Among the specific objectives adopted in the school were ideals of profitable uses of leisure and avoidance of idleness, cultivation of absorbing interests and hobbies, information as to interesting places to visit, formation of intra-curricular clubs in which children will be intensely and profitably interested, discovering special abilities and talents, cultivating worthy companionships, familiarizing children with the avocational interests of famous people, and inducing the community to set up desirable social and recreational opportunities.

Creative Thinking

By MRS. LUELLA B. COOK
High School, Minneapolis, Minn.

TODAY we are inclined to over-emphasize education for the group at the expense of education for the individual. We have made a cult of service, co-operation, and citizenship, forgetting in our social zeal that fundamental paradox that "Isolation must precede true society" (Emerson). At the basis of the group is the individual.

As a result of our sentimental emphasis on co-operation, pupils are beginning to resent any efforts to differentiate the individual from the mass. They do not aspire to achieve beyond the ability of the average. They are content if they are "as good as the rest." Yet it is the variant within the species that propels evolution; and it is the superior individual who has made progress.

Today we have a skilful educational machine which trains large numbers in mechanical abilities with remarkable efficiency. But the whole tendency is thus directed toward standardization and uniformity. What we need in addition is education which will also permit individual variation beyond the conformities necessitated by the group. Education must carry along two mutually destroying ideas at the same time: (1) Education which encourages a just deference to the group; (2) and that which permits the freest aspiration of the individual.

The composition class may well serve as that place in our curriculum where the greatest amount of individual difference is encouraged and where pattern thinking is discouraged. There are three ways in which variation may be permitted within our present classroom organization:—

1. The problem assignment which permits a wide variety of solutions in which pupils are expected to offer a contribution different from that of their classmates.
2. The assignment which requires that judgment function more than memory. Judgments must be individual. A "collective judgment" is not a judgment.
3. The emphasis upon skills, not definitions; a

concern with tools, not products. Rhetoric should be taught as a tool to be used, not as information to be stored away.

A person trained to respect his own solutions to problems; a person trained to exercise his own judgment; and finally, a person trained in the skilful use of tools with which he may create his own products—these are the leaders of tomorrow.

Health a Key to Conduct

By JAMES EDWARD ROGERS
National Physical Education Service, New York City

GOOD citizenship is ofttimes a matter of good health. Much of crime, disorder and misbehavior comes from physical disorders, defects and degenerations. The biologists, the psychologists and the sociologists know this to be true. The record of our courts, broken homes and sanitariums testify that good health is essential to good citizenship.

There is a close correlation between physical fitness and personal efficiency in business, success in human relationships and happiness at home and abroad.

A physically fit person is more likely to be efficient, happy, and useful. A physically fit nation is better prepared to meet any emergencies either from within or without. Industrial waste from inefficiency and illness can be substantially reduced through better physical fitness programs.

Physical education promotes good citizenship through its games and sports. It teaches sport not for sport's sake, but for the sake of sportsmanship. It teaches boys and girls to obey the rules, keep their heads up in defeat and their noses down in victory, the value of teamwork, the necessity of keeping one's temper and regard for the other fellow. The world needs sportsmanship. We need it badly in international affairs and in our business relationships.

Therefore the great value in games and sports lies in teaching those traits of character that are essential to good citizenship. They are:—

Keep the rules.
Keep faith with your comrade.
Keep your temper.
Keep yourself fit.
Keep a stout heart in defeat.
Keep your pride under in victory.
Keep a sound soul, a clean mind, and a healthy body.

Play the Game.

Why Lip Reading?

By CAROLINE F. KIMBALL
Lynn, Massachusetts

LIP reading is training the eyes to help the ears by watching the face of the speaker and reading his lips. Hard-of-hearing pupils should not be taught with wholly deaf pupils. They need the stimulation which the environment of normal speech provides.

Lip reading is best taught when the loss of hearing is not very great. "Children do not grow out of deafness, they grow into it." It is an insidious progressive disease. Too often it is ignored and neglected. Adult deafness has its beginning in early childhood. The person who is taught lip reading in the early stages of deafness unconsciously learns to depend upon it as his deafness increases. It is the best provision for overcoming the handicap of deafness that we know of at the present time.

Scientific research has estimated that there are three million pupils with imperfect hearing in the schools of our country. To provide a scientific standardized method of testing the hearing, a new instrument, the 4-a-phono-audiometer, has been developed. This instrument is being used in an increasing number of cities, and has been approved by the education authorities of some states.

Children are sometimes considered lazy, mentally deficient, difficult, and queer, but after proper testing imperfect hearing is found to be the cause of their backwardness. A thorough training in lip reading and a good foundation in school work is the best insurance against increasing deafness. With this training the mind keeps alert, self-confidence and self-reliance are retained, and adjustments necessary as the loss of hearing becomes greater are made with less difficulty.

First, a proper test of the hearing should be made. Second, medical treatment to correct conditions as far as possible should be provided. Third, lipreading should be taught those to whom it would be a benefit now or in the future.

Group Guidance

By BARBARA H. WRIGHT
Supervisor of Counselors in the Public Schools of Minneapolis

AS A GUIDANCE device the use of speakers to discuss vocations at school assemblies has often proved ineffective because the speaker has in his audience many students not interested in the occupation he is presenting, and he, therefore, has to deal in generalizations and inspirational platitudes instead of giving definite information about the vocation. Futhermore, addressing from 1,000 to 1,500 restless adolescents is such a difficult task that only men in a few occupations that in themselves require ability in public speaking can be brought in. Of late occupational talks before smaller groups of students are being rather more widely used as a guidance device.

With the aid of the Kiwanis Club of Minneapolis outside speakers have been brought into the city high schools this last semester to conduct small conferences on occupations. Eighty-one such conferences were held and fifty-two different leaders were used. The Kiwanis Club Vocational Guidance Committee interested the entire club in the project, sold the idea to a smaller group of men selected to be group leaders, and with the aid of Dr. Prosser of Dunwoody Institute coached these men on methods of conducting such conferences. The leaders were urged to make the conference extremely informal and to give information and an unbiased picture of the occupation instead of generalizations and advice, and to invite the students to question freely. The counselors in the schools made the building arrangements necessary and invited to each conference only those senior students who in a personal interview with the counselor showed a serious interest in the occupation to be discussed.

A tabulation of the questions asked at these conferences showed that by far the greatest number of inquiries were about the kind of education and the special training necessary for vocational success. Senior students have an endless number of questions to ask regarding the merits of schools and of courses, cost of tuition, entrance requirements, length of courses, and choice of electives. That college freshmen are in dire need of educational guidance is well known by college authorities. That high school seniors are conscious of this need and welcome an opportunity for assistance is clearly indicated.

The accusation that youth is extremely materialistic is not verified by the number of questions asked in these conferences regarding salaries. Less than one question per conference touched on this matter although the business men predicted that it would be the first question students would ask.

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The School Garden as a Laboratory

By E. RUTH PYRTLE
Principal, Bancroft School, Lincoln, Nebraska

TRAINING for appreciation of real values in life is one of the most valuable things a child can get from his school and teacher. The school and home garden makes the finest sort of laboratory for instilling and building this appreciation.

A respect for lawns, shrubbery, flowers, a desire to conserve and produce rather than destroy can be built through the child's actual experience in the garden. While building these experiences in the vegetable and flower garden he is learning habits of industry and thrift. Health is promoted in his outdoor garden work.

What finer thing in life is there for these school children than to get an appreciation of God's Great-out-of-doors—to know just what Carruth meant when he said:—

"A mist on the far horizon,
The infinite tender sky,
The ripe, rich tints of the corn field
And wild geese sailing by,
And all over upland and lowland
The charm of the goldenrod,
Some of us call it Autumn,
And others call it God."

High School Supervision

By B. W. REED, Principal
Hollenbeck Junior High School
Los Angeles, Calif.

THE purpose of supervision is for the improvement of instruction. In the modern high school, curriculum content or courses of study are largely by specialists assigned by the superintendent's staff as psychologists, who, by scientific investigation, determine the outlines by which the subject-matter is to be presented. It is not conceivable that such a department could be so enlarged that it would be able to supervise the application of that course of study in the many laboratories where the experiments are being performed. Some one must have the responsibility of developing the necessary skill to make the best use of that material.

Tradition has established the practice of carrying on high school supervision through heads of departments. Oftentimes the department head has been chosen because of seniority rather than because of special talent or training that qualifies for supervision. The chief requirement for a high school teacher's credential is four or five years of academic college training. The only professional training, if any, required is a few semester hours of practice teaching, sometimes of imaginary classes, and a few hours of study of the history of education.

Every high school teacher, having pursued a college course with a major and minor subject, is a specialist in his subject-matter, but as a skilled artisan attempting to build character through his specialty he is one or more generations behind his time. Organized business everywhere has adopted the plan of supervision by trained specialists. Efficiency experts and personnel directors are being employed. Every principal should have one or more assistants, qualified by natural talent, study, training, experience to scientifically supervise, direct and control classroom management and instruction. These assistants must be supported by an authoritative position equal to that of a vice-principal. They must be of the principal's staff, closely associated with the counselor and through him with the department of psychology and research; they must be relieved of all administrative work, exept in an advisory capacity in the selection, assignment and discharge of teachers.

Citizenship in the Making

By EDITH B. JOYNES
Norfolk, Virginia

WE LEARN by doing—and the only way one can become a good citizen is to practice being a good citizen. If youth is to learn citizenship and develop ethical character, then it must be by practice of the qualities of honesty, fair dealing, consideration for the rights of others, unselfishness, co-operation, and industry. These qualities are made possible by regular studies and by what we are pleased to call extra-curricular activities. The development of character is a matter of growth day by day in all situations of life.

The making of the citizen commences when this untrained bit of humanity enters the kindergarten, or the lowest elementary grade. Little by little there must be implanted in this child's mind new ideas. He must understand at once that above his fancies there exist certain fixed standards that must mould his life; that the Golden Rule and due regard for others are still dominating this world.

The time has long since gone when training in the three R's is sufficient to make our citizens able to meet living conditions. In order that the school keep pace with changing civilization the curriculum is now built around the social studies in order to bring out the most desirable traits a citizen must possess. No longer we say "world out of school" but "world in school." Pupils have had experience with most forms of social order. They select their leaders and have intense activity in the group. All these activities help boys and girls to make the necessary adjustments so that they can live peaceably with other members of the social group. In all schools we find desire to organize clubs. When the election is held the democratic principle of the rule of the majority is demonstrated. Intelligent voting is necessary or disaster comes. Is this not true in national affairs?

The highest duty of a citizen is not in voting but in helping to make public opinion which controls government. The ballot is important chiefly insofar as it expresses intelligent public opinion. In all activities which make future citizens we must have leaders who will transmit live citizenship to the pupil, and the leader must be the teacher who instills constantly into the minds of the pupils lofty, sane, upbuilding ideas and ideals.

Problems of School Health

By CORA T. HELGESEN
Minneapolis, Minn.

EDUCATION gives to the individual that most precious of all possessions—skill in the art of living. To accomplish this skill we must emphasize the first objective of education—health.

The real purpose of health supervision in the schools is the maintenance at a high standard of excellence, of the health of those attending, in order that children may receive without handicap the largest benefit from the schools and go forth into life with health and strength.

In order to accomplish this purpose it is necessary to discover those pupils who are mentally and physically unable to continue successfully or to complete the educational program offered; and to advise parents or guardians that a loss in health and progress will result unless the defects detected are corrected. It is an obligation upon parents and guardians to keep their children well. It is the duty of educational authorities to co-operate with parents and guardians to furnish properly equipped buildings and fire, police, and health protection. In addition to the health protection gained by discovery and correction of physical or mental defects, educational authorities through a department of hygiene undertake to prevent the incidence and the spread of communicable diseases, and to teach the established facts relative to preservation of health.

This all sounds well, but what is really being done about the first objective of education? The first real purpose of health service in schools is the maintenance at a high standard of excellence, of the health of those attending, in order that children may receive without handicap the largest benefit from the schools and go forth into life with health and strength. This is where our problems begin. It means the control of communicable disease and the discovery of remedial physical defects.

The classroom teacher is given the greatest opportunity to render effective aid in a school health service. She needs to be better prepared to meet this great responsibility. Health instruction should be given her all through her training and physical fitness should be required for graduation. The teacher's contribution to the health of her pupils is in exact proportion to the interest she takes in the subject. She should have an understanding of life's problems, have a scientific attitude and be open-minded. In a community where there is no school nurse the teacher has the responsibility of detection and exclusion for communicable disease. Much illness of a communicable origin could be avoided if parents could be taught the duty of keeping every ailing child at home until he has been advised by a competent person, usually the family physician, who should be the health adviser. In place of doing this the parent sends the child to school to see the school nurse or the teacher, and asks her to send Johnnie home if she thinks best. Probably this child has exposed dozens of other children on the way to school.

School medical supervision may be described as modern preventive medicine. Such a service if efficiently directed means better understanding and more sympathetic co-operation by parents. It is not the defects discovered that count but the defects which are corrected. Medical supervision is of small benefit if there are no results from its findings.

Student Government

By PAUL NOACK
Stillwater, Minnesota

STUDENT government originated in Stillwater, Minnesota, in 1920. In order to form a good basis for the founding of the government, the first years were spent in studying the character of the different forms of government and the characteristics of pupils which were necessary to make good citizens of the high school.

During the fifth year of student government a school president was elected. The president, as elected now, must be a senior above the average in scholarship and interested in activities.

The council now has complete charge of assembly, halls, parties, trophies, finance, school paper, and interclass contests. Because of the numerous duties many committees have been formed. The chairman of a committee is the only one who must necessarily be a member of the council. Two of the most important committees are the assembly and finance committees.

School government has centred the responsibility for the success of school activities on the students. In this way success is due to the students and they get the credit for it; but they must also solve the problems that arise in connection with these activities. The pupils are thus preparing themselves for the future, for the time when they will take upon themselves the burden of leadership in their state and nation.

Personal and Professional

HENRY G. WILLIAMS, president of Wilmington College, Wilmington, Ohio, and editor of The Ohio Teacher, died in his home on June 15. He had been president of the college but a year and a half, and in that time he had increased the enrollment more than a hundred per cent., breaking all records in the sixty-five years of the University's life. Dr. Williams was dean of education in Ohio University, Athens, for several years. He was one of the best known educational men in the state; was one of the leaders and officers in the creation of the National Educational Press Association.

FLORENCE HOLBROOK, principal of Phillips Junior High School, Chicago, sailed on June 23 with the John Dewey Commission, appointed by Dr. Tigert to study education in Russia. After that Miss Holbrook will have an entire year—a sabbatical year—in which she will visit interesting countries in Europe, Africa, and Asia, enjoying extended rest in places that interest her most. We know of no one who will get more pleasure and profit out of such a life than will Florence Holbrook.

HAROLD G. LAWRENCE, Winona Lake, Indiana, formerly of Huron College, South Dakota, and one of the most attractive and efficient of the institute instructors of the country, is engaged in an important education of the family by the use of WOWO radio service in Fort Wayne. He broadcasts at noon and evening, Fridays and Mondays. Here are his topics in June: "Remaking Our Country Through Good Roads," "Our Most Responsible Institution," "If Columbus Had Saved Only a Dollar a Month," "A Chat with Indiana Humorists," "In Search of Happiness," "A Gateway to Famous Fishing Grounds."

PAUL SHOREY, Greek department, University of Chicago, has one of the most captivating articles in the June Atlantic Monthly. He is one of the most intense classicists, and writes the sanest essays on live questions of the day for lovers of virile sentiment on timely topics.

WILLIAM G. VINAL, School of Education, Cleveland, is magnifying "Nature Play" in an attractive and literary brilliant way. Here are a few sample sentences: "The modern soul is starving to be a leather-stocking in the school of the woods. . . . Climbing apple trees, chasing butterflies, hunting frogs, fishing for bull-heads, fighting yellow-tailed hornets, gathering shagbarks, making mud-pies, harnessing brooks, pushing across a pond on a raft are the serious occupations of childhood. Every child seeks these in the same way that a duck takes to water, a hawk to the air, or a rabbit to the underbrush. We can prevent any one of these animals from attaining his heart's desire. But reaching for the next limb is more satisfactory than stall-bars, or arms side-ways fling! The pursuit of a field mouse is more stimulating than tag. Hunting or foraging was one of nature's lessons before split infinitives went out of fashion or transitive and intransive verbs were conceived and will continue for generations to be a masterful factor in building up the mind and body. . . . The honey bee never goes to school. Neither does the clam or the bull frog. The frog has a brain. He sees a fly and snaps him up. His stomach does not have a schooling. It goes right to work on the fly and picks the nutritive parts of the fly from the non-nourishing wings and claws. A frog's stomach at birth is better at separating the good from the bad than a baby's at twelve months. A frog can catch a fly with more precision than a school boy. A bee does not have to learn to make a six-sided cell nor to make a bee line for home. His education is ready made. It would not do these animals any good if they did go to school."

LEWIS H. PUTNEY, who is writing articles for the Journal of Education from various countries in the Old World and the New, knows the schools, the children and the people of China, Japan, Korea, Siam, Borneo, Australia, New Zealand, Tasmania, the Philippines, West Indies, and other countries as he does every state in the Union. We are sure that no other man knows so much, so intimately, of as many countries as does Mr. Putney. He is general agent and foreign representative of Little, Brown & Company of Boston. He knows how to meet men, see things, and write what other people would like to know about in such a way that every reader feels as though he knows every one that Mr. Putney knows, and about the countries that Mr. Putney knows about.

JAMES VAUGHAN, superintendent of Chisholm for years, is the dean of public school educators on the Mesaba Range in Minnesota, and he has one of the best groomed school systems in the selection of sites for buildings, in architectural art, in arrangement for efficient educational service, in the selection of supervisors, principals, and teachers, in laboratory and library adaptation to modern use and in adornment and skilful care of grounds. In the pet phrase of the day Superintendent Vaughan is a professional thoroughbred.

EDUCATION IN ACTION

Higher Standards Advance Requirements

Higher standards demanded of teachers in public schools of the United States are reflected in the advanced requirements in a number of states for admission to teacher-training institutions. This tendency is illustrated by the recent requirement of Pennsylvania State normal schools that students shall be graduates of four-year high schools approved by the state department of public instruction. Beginning the fall of 1928, Michigan State normal schools will accept only graduates of high schools accredited by the University of Michigan.

Three Taught School Together for 30 Years

The last of an unusual trio of school teachers who passed three decades together, instructing the students in Westfield, Mass., high school, will soon retire from service. Miss Elizabeth F. Atwood, now the only living member of the group, has offered her resignation after being for thirty-two years a member of the faculty. Dennis M. Cole, for thirty-two years science instructor at the high school, died four years ago. Herbert W. Kettredge, for thirty-eight years principal of the school, died a month ago after a short illness.

Commercial Course For Grade Graduates

A one-year commercial school for girls of New York City who need training in typewriting, shorthand, and bookkeeping in order to get a position is maintained in Public School No. 4, Manhattan. It is the only course of the kind offered in the city, and the 900 girls enrolled are from every borough. This year 100 applicants had to be denied admission. To be eligible a girl must present diploma from an 8B school. Several pupils hold junior high school licenses, and some girls who have taken work in academic high schools enter for the intensive training offered. There is no age limit, but most of the pupils are sixteen years old.

Saturday Classes For Country Boys

A folk school for farm boys over fourteen years of age who are not in attendance upon any other school is held every Saturday in Barron, Wis., located in the midst of a farming and dairy section. Sessions are held in the high school building from 10 a. m. to 3.30 p. m., and all instructors are members of the high school faculty. Class periods are of one hour each. The course in soils is required, but students are allowed to elect other courses. As a matter of fact, most of the boys are taking all the courses offered. Present enrollment is twenty-six students, some of whom come regularly from a distance of thirteen miles. During the noon intermission games are played in the school gymnasium. The boys are eager to take advantage of all opportunities offered them; they are doing good work, and there is not a dull moment during the day. Expense of the school is met by the board of education of Barron, with some assistance from the state. Courses will be offered country girls in domestic science and other subjects.

Camp Life Part Of Course

A nature-study and health-education camp is maintained in connection with Slippery Rock State Normal School, Penn. Beginning as an experiment in 1925, it has become an established department of the school and offers health-education courses in camp craft, scouting, and water sports, and nature-study courses in stars, trees, flowers, insects, birds, and animals. Health-education students in the normal school must take six-weeks' work in camp before they graduate; work in camp for other students is elective. The camp is well equipped, and offers facilities for canoeing and swimming, as well as for scouting and athletics. The nature-study and health-education departments of the school have charge of the camp.

Health of Self-Supporting College Student

In an endeavor to answer the question, "How does the health of the self-supporting student compare with the health of the remainder of the student body?" Dr. R. W. Bradshaw, college physician at Oberlin College, made a detailed study of the complete health records of the entire student body. In the school year 1926-27 twenty-five per cent of the student body, or 420 students, were partially or wholly self-supporting. Of the 420 self-supporting students, 306, or 73 per cent., made 1,202 visits to the student clinic for consultation and treatment. This represents a rate of 2,862 clinic visits per thousand of self-supporting students. Of the 1,253 independent students, 697, or 56 per cent., made 2,515 visits to the clinic, which represents a rate of 2,007 visits per thousand of non-self-supporting students. The self-supporting students from this point of view therefore suffered from 43 per cent. more illness than the independent group. The self-supporting group spent 1,269 days per thousand in the hospital, while the rate per thousand for the other group was only 947. The self-supporting group, then, spent 34 per cent. more time in the hospital than the independent group. In his conclusion of the study Dr. Bradshaw stated that the health records of Oberlin College students for the year 1926-27 showed a significantly higher percentage of illness among all groups of self-supporting students than in the corresponding financially independent groups. He also urged that the increased morbidity of the self-supporting groups be studied in detail with a view to reducing the illness in these groups.

Spanking Machine Recalled from Discard

There's only one thing in Bridgetown, N. J., that children hate more than castor oil—that's the town spanking machine. It was put away after a juvenile crime wave in 1920, but is now being dusted off again. It is composed of Truant Officer Kincaid, who holds the culprit, and another officer, who wields barrel staves attached to a wheel.

Teachers' Salaries Based on Training

Recognition of professional training is the basic plan underlying an advance in teachers' salaries, recently voted by the Pasadena, Cal., board of education. The new system provides for four classes of teachers, grouped according to their experience and training. In brief, teachers will be paid for what they know rather than for the number of years they have been employed in the school system. High school or normal school graduates or those having two years' training in addition to high school receive salaries from $1,400 to $1,900. Teachers with one year of training in addition to high school and normal school graduation receive $1,400 to $2,300. College graduates with four years' training in addition to high school work have a scale of $1,600 to $2,500. The salaries of class four will range from $1,800 to $3,000. Teachers in this group will require post-graduate study, resulting in a standard post-graduate degree, in addition to graduation from high school and college.

Ban on Propaganda In Boston Schools

School officials of Boston have taken a determined stand against circulation of propaganda in the Boston public schools. In commenting upon the substantial eradication of controversial discussion Jeremiah E. Burke, superintendent of schools, said Boston public schools had become happily free in comparison with schools in other cities, from this factor which the National Education Association has openly characterized as "among the pests that tend to disturb the fundamental course of schools." It is not, Mr. Burke said, that schools are not requested to have the children write essays on things controversial or on propagandist matters. Requests are constantly made to have prize essays and contests based on every thinkable issue of the day, but no such requests are granted. All new textbooks are reviewed by councils of teachers who have a common understanding that if the books contain anything which leans toward propaganda they are to be rejected.

Regular School Work For Tubercular Children

A school for tubercular children has been organized in the tuberculosis sanitarium in Oswego County, N. Y. The work had its inception in a class organized several years ago by a teacher, herself a patient in the institution, who devoted two hours a day to instruction of the children in the effort to hasten their recovery by keeping their minds active. The county has since built a children's pavilion, which includes a well-equipped schoolroom in charge of a licensed teacher, who is also play director during recreation periods and vacations. Instruction given the children last year enabled most of them to pass the same grade and regents preliminary examinations as those given other children in the supervisory district.

Won't Restore Honor System

All the items in the petition presented by the students of Amherst College have been rejected by the faculty. These include a request that the honor system be re-installed, that smoking be allowed during examinations, that juniors be allowed to operate cars after the spring recess, and that a second examination be given to seniors who fail in the modern language test. The petition grew out of a mass meeting of the students. This meeting was arranged after the faculty had announced that the honor system would be done away with after twenty-three years use, and that only seniors could operate automobiles with the permission of their parents. Until a few weeks ago juniors had the same privilege. With the introduction of proctors during examinations the tests were conducted in the gymnasium and college hall instead of classrooms, and the students then asked the privilege of smoking.

Alabama Increases Aid to Rural Schools

More than a million dollars have been spent annually in Alabama during the past ten years for the repair and construction of rural-school buildings. State aid was increased by the last legislature from $3,000 to $5,000 per county, and county high schools were made eligible for aid in the purchase of standard equipment and making repairs to buildings, on the same basis as rural schools. State assistance is graded according to the material used in the construction of buildings, and the number of rooms per school. A division of architecture has been established, charged with the responsibility of drafting plans and supervising construction of buildings.

British Teachers Would License Private Schools

The demand for government inquiry into English private schools which are said to "hoax" parents, was voiced by a speaker at a meeting of 400 head mistresses from all parts of the British Isles at the association conference in London. Miss M. E. Brough, head mistress of Ware Grammar School, said there are many private schools which are nowise places of education. "People who fear our secondary schools because they do not like the mixture of classes, and people who can afford to send their children to private schools of which they know nothing," she said, "are often taken in by them, with the result that their children's prospects are ruined. There should be a public inquiry into these conditions." After pointing out the efficient work done in some private schools Miss Brough proposed the resolution "that in the interest of education it is essential that no private school should be carried on which has not been inspected and licensed by the Board of Education." The resolution was adopted with one dissentient.

Effective Safety Work In Honolulu Schools

About 350 junior police officers in Honolulu protect their schoolmates by guarding street intersections in the vicinity of school buildings. It is stated that during the past six years, as a result of this safety work, not a single child has been fatally injured near a public school. In addition, practical safety lessons are given daily in primary grades. An innovation is the publication by a local newspaper of a safety lesson each week which may be used in school instruction. The board of education co-operates with other departments, and in public school assemblies attended by the sheriff and other officials some 1,000 pupils hear accident prevention talks.

School Supplies Straws; Pupils Drink More Milk

Provision of a half-pint bottle for each pupil, with a fresh cap and a straw daily, has promoted milk drinking among rural pupils in Savona Union School, New York. About ninety-five per cent. of the pupils from the grades through high school regularly bring milk to school from their homes. Consumption of milk out of school hours by underweight pupils has been doubled by giving them straws for use at home. The cost to the school for the service is about two-thirds of a cent per week for each pupil.

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READING INTERPRETATION EXPRESSION

What have you done about the ARLO BOOKS for your fall classes? Now is the time when every good superintendent is making a book list. We hope you will send us a requisition for some ARLO BOOK you haven't tried before. We will be glad to send samples to school executives who would like to examine the book before ordering.

HERE IS THE LIST

Busy Builder's Book 45	Arlo 55
Pennie 60	Dan's Boy 60
Allspice 55	Anita 65
Clematis 60	Who Knows 50
Pathways 90	

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Average Salaries of Princeton Graduates

The average salary of Princeton graduates of the class of 1916 was $5,200 a year in 1925, nine years after graduation, according to a survey by Donald M. Watt, Princeton, '16, now of the Yale Personnel Department. The survey showed that the average salary was $2,800 more in 1925 than in 1920. Mr. Watt sent questionnaires to all graduates of the class of 1916 and received replies from 184, or 51 per cent. He found that investment banking paid the best salaries and that business generally paid better than the professions. Less than five per cent. of teachers received salaries higher than the class medium. The survey eliminated salaries received from business in which the graduate's family was financially interested.

Company to Make Educational Films

Organization papers have been filed in Albany, N. Y., for Eastman Teaching Films, Inc., a subsidiary of the Eastman Kodak Company, the purpose of which is to develop a program of motion pictures to be used for instruction in schools, colleges, universities and other institutions. The capital stock of the new company is $1,000,000. Dr. Thomas E. Finegan, for many years connected with the New York State Education Department and former head of the state school system of Pennsylvania, is president and general manager.

Consuls Advise Closing Schools

The American and British consuls in the Province of Fukien in China have recommended that the missions close all their schools in that area. Investigation into a fire which destroyed one of the dormitories of the Fukien Christian University revealed that it started in an unused loft in the dormitory, which is under frequent Faculty inspection. The blaze was seen five minutes after the students left the dormitory to attend religious services. One student who remained in the dormitory gave the alarm. The university fire-fighters discovered that water buckets which had always been in readiness were removed, while the electric plant failed, plunging the university, which is four miles from Foochow, into darkness. The university officials hesitate to start an inquiry lest the students feel insulted, while it is not likely that the culprits would be discovered. The school is supported by Methodists, Congregationalists and the American Reformed Church. Various other schools in Fukien Province have been visited by fires which are thought to have been started by Chinese.

TREND OF THE TIMES

TOO LITTLE MACHINERY is being used instead of too much, asserts the Iron Trade Review. "The more rapid the adoption of labor-saving machinery, the more quickly can industry bring about further general reductions in the hours of labor. As fast as machines can be developed to do the work, men are entitled to greater leisure. This in itself increases both consumption and employment," the article declared.

BABY GYMNASIUM has been opened in Berlin by a former major in the German army. This novel Turn Verein is exclusively for babies less than a year old. About a quarter of the school children in Germany have been found, it is reported, to have more or less serious defects of the spine. These can be cured or prevented, the Major insists, by the early use of his baby exercises. Children backward in development are also aided.

STREET SIGNS, signals and markings will be the same in all the cities of the United States and confusion in traffic control will be wiped out, if recommendations in a report to be issued by the American Engineering Council are carried out. A nation-wide survey included conditions in more than 100 cities with a population in excess of 35,000,000.

MODERN YOUTH is less credulous, less crudely suggestible, keener to detect insincerity and hokum than formerly, declared Mrs. Laura Kuykendall at the convention of the General Federation of Women's Clubs. "Their minds go straight to the bottom of things. Youth is too keen to be misled by the things that misled the older generations," she said.

AMERICANS like candy and are eating more of it all the time, a study of the industry reveals. In Nevada, the study found the heaviest per capita intake, nearly thirteen pounds a year, and the people of Montana, Illinois, Delaware, North Dakota, Vermont and California all are eating more than twelve pounds annually per capita.

PURE WATER has caused the rapid advance of the temperance movement, according to Dr. William J. Mayo of Rochester, Minn. "The drink habit was one of the many forms of protection resorted to by nature to save man from filth diseases which cause death or intellectual deterioration," he declared. "The introduction of a pure-water supply in the various states in our country has been followed by a temperance movement, and finally by Prohibition."

BOYS and girls numbering about 1,000,000 will move from the cities and towns of this country to its more than 6,000 organized summer camps this year. Almost 250,000 men and women will move with them as counselors, camp directors, instructors, chefs, bakers, doctors. Forty-seven years ago the first summer camp was a rather laughed at experiment. Today, characterized as "the most important step in education America has given the world" by the late Charles W. Eliot, president emeritus of Harvard, the summer camp has become a vital part of American life.

ORGANIZATION of city states, such as the State of New York, the State of Chicago, or the State of Philadelphia, will be tried within the next generation, predicted Professor Charles E. Merriam, chairman of the department of political science at the University of Chicago. His forecast of the possible setting up of certain metropolitan regions as independent states was made after a survey of the difficulties of urban development and independence.

SOVIET RUSSIA has ordered a $3,600,000 grant to be made to farmers for seeds and implements, at the rate of $6 for each two and a half acres, repayment to be made from crops.

EXPERIMENTS with a "wireless lighthouse" were completed recently in England to test its trustworthiness for marine navigation. The tests showed that the difference between the wireless bearing and that obtained by dead reckoning ranged up to nine degrees, but in the majority of cases the bearings agreed to within two degrees with the wireless bearing of proven accuracy, according to the Department of Scientific and Industrial Research.

AUTOMOBILES in the world totaled 29,687,300 on January 1, 1928, of which 23,262,183 were in the United States, according to revised figures compiled by the Department of Commerce. This year's world total compares with 27,594,209 automobiles at the beginning of 1927, and 24,589,249 at the start of 1926. These figures include busses and trucks, as well as passenger cars.

The BOOK TABLE

PRINCIPLES OF BOOKKEEPING AND BUSINESS. Complete Course. By Charles E. Bowman, Temple University, Philadelphia, and Atlee L. Percy, Boston University. General Editor, Frederick G. Nichols, Harvard University. Cloth. 400 pages (6 by 9 inches). New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

We are wholly unable to give any adequate description of this really remarkable book which is certainly complete in presenting the vital economic features of business life, and even more wonderful in the vast array of problems which develop in any and every kind of business, large and small.

There is no financial incident so trifling that it will not be entered, and it goes hither and thither through various entries until it emerges through some exit that it cannot pass until the right to freedom is fully established by absolutely accuracy.

There is a bit of verse about the foundry which applies in bookkeeping and accounting:—

"So fire runs, runs out, runs
Somewhere else again,
And the bar of steel is a gun, a wheel,
a nail, a shovel."

There are a thousand transactions entered here, shunted there, always appearing somewhere, and not a penny can be lost in transactions, however vast. We can recall no book that deals with so many real conditions that are trailed so mysteriously and depart so ideally as in this book created by two master minds under the inspiration of an artist in book making.

—

CURRENT PROBLEMS IN THE SUPERVISION OF INSTRUCTION. By Hubert Wilbur Nutt, Ohio Wesleyan University. Cloth. 518 pages. Richmond, Atlanta, Dallas, New York, Chicago: Johnson Publishing Company.

This genuinely wholesome and inspiring book for teachers as well as supervisors is a rare combination of personality in the philosophy of teaching as related to supervision and the application of case-method in presenting the philosophy. It is by far the most intimate study of what to do and how to do it in supervision that we have seen. It is not a book of wisdom in "pockets" as the mining engineer would say, but is in one that must be crushed and washed and the precious metal gathered by the process.

MASTERY SPELLER. By James H. Smith, superintendent, Aurora, Illinois, and W. C. Bagley, Teachers College, Columbia University. Book One, Grades 2-4. Book Two, Grades 5-6. Book Three, Grades 7-8. Boston, New York, Chicago, Atlanta, San Francisco and Dallas: D. C. Heath and Company.

It is interesting to see how much real genius is devoted to the improvement in learning to spell. The "Mastery Speller" approaches the subject in entirely new ways and aims at 100 per cent. attainment earlier and more frequently than has been attempted in any other series. The teacher in each of the grades from two to eight gets distinct help from new angles. We incline to think that the day of one series of spellers will give way to various supplementary series. There are features of the "Mastery Spellers" which should be available for the teacher in each grade.

—

LANDS AND PEOPLES. Hawaii and the Philippines. Also the Islands of the South Seas. By Frank F. Bunker, Ph.D., editor of Carnegie Publications, Washington, D. C. Cloth. 136 Illustrations and 12 Maps. Philadelphia and Chicago: J. B. Lippincott Company.

Dr. Frank F. Bunker is qualified on several counts for writing especially well on Hawaii and the Philippines. He was brilliantly successful as an assistant superintendent in Seattle and Los Angeles, and as superintendent in Berkeley. He was the creator and promoter of important features of progressive education. Afterwards he was related to the school work of the Pacific Island countries officially. He has learned a multitude of important things, has done many important things, but not until now have the schools had an opportunity to know what he has known, and his "Hawaii and the Philippines" is a contribution to present-day geography of inestimable value.

—

HEREDITY AND CULTURE. By Henry Dwight Chapin, M. D. With a Foreword by Henry Fairfield Osborn. New Edition. Revised and Enlarged. Cloth. 278 pages. New York: E. P. Dutton and Company.

Dr. Chapin's book appeared eight years ago. It was recognized then as representing the best information set in sympathetic phrasing, and this new edition highly adapted to present-day atmosphere deserves a hearty welcome by all school people, and more especially by those interested in the prenatal child and pre-school.

The interest in the child to be born has been intensified in the last eight years, and this interest is sure to be vastly heightened from now on.

Heredity is no longer chiefly the contribution that father and mother and grandfather and grandmother make, but fully as much what father and mother, home life and social life make upon the unborn child.

We have begun to give special attention to what the mother eats and drinks and how she sleeps, and from now on much attention will be given to the temper and temperament of every one in the family, and in the social, industrial and religious life to which the unborn child is exposed.

Much is being written about the child's environment, but this has had a vague significance which must give place to a more genuine appreciation of the more sensitive phases of environment in the more vital years of influence.

Dr. Chapin comes nearer touching the chords that send an enduring thrill to environment than most writers have done.

—

Books Received

"The Government of South Dakota." By Loren G. Atherton.—"South Dakota Geography." By Loren G. Atherton. Pierre, S. D.: J. Fred Olander Company.

"Community Civics." By Howard C. Hill.—"Latin for Today." By Mason D. Gray and Thornton Jenkins.—"American History Workbook." By Mildred C. Bishop and Edward K. Robinson. Boston, Mass.: Ginn and Company.

"Citizenship Training in Elementary Schools." By Ellie Marcus Marx. Norfolk, Va.: The Henry Clay Home and School League.

"The Child's Book of American Biography." By Mary Stoyell Stimpson. Boston, Mass.: Little, Brown and Company.

"Heredity and Child Culture." By Henry Dwight Chapin.—"Everyman's Library": "The Sea and the Jungle." By H. M. Tomlinson.—"Under Fire." By Henri Barbusse.—"The Origin of Specie." By Charles Darwin.—"Sir John Mandeville's Travels."—"Castiglioe's The Courtier."—"Madam Bovary." By Gustave Flaubert. New York, N. Y.: E. P. Dutton and Company.

"Manual for Mechanical Drawing Test." By D. W. Castle. Peoria, Illinois: Manual Arts Press.

"American Arts." By Rilla Evelyn Jackman. New York: Rand, McNally and Company.

"A Handbook of Stunts." By Martin Rodgers. New York: The Macmillan Company.

"Junior Home Problems." By Kate Kinyon and L. T. Hopkins. Boston: Benjamin H. Sanborn and Company.

"Trigonometry." By E. R. Breslich and C. A. Stone. University of Chicago Press.

"Menagerie Intime." By Theophile Gautier. Newark: Silver, Burdett and Company.

"School Health Programs From Many Lands." Metropolitan Life Insurance Company.

"Practice Leaves in English Fundamentals." By Logan, Cleveland and Hoffman.—"Grammar in Action." By J. C. Tressler. New York: D. C. Heath and Company.

HYGIENE and ECONOMY

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GRINS BETWEEN GRINDS

Helping Himself

They were entertaining a visitor at dinner, and, when the dessert was being eaten, little Johnnie said:—

"Won't you have another piece of apple tart, Mr. Hobbs?"

The visitor laughed. "Well, Johnnie," he said, "since you are so polite, I believe I will have some more."

"Good!" said Johnnie. "Now, mother, remember your promise. You said if it was necessary to cut into the second tart I could have another piece."

Doubly Careful

Mrs. Casey—"Me sister writes me that every bottle in that box we sent her was broken. Are ye sure yez printed 'This side up! Handle with care,' on it?"

Casey—"Oi am that. An' for fear they shouldn't see it on top, Oi printed it on the bottom, as well."—Current Affairs.

Sure 'Nuff

The teacher was talking to her pupils on patience. She explained her topic carefully and as an aid to understanding she gave each pupil a card bearing the picture of a boy fishing.

"Even pleasure," she said, "requires the exercise of patience. See the boy fishing; he must sit and wait and wait." After a pause for study of the picture and meditation upon it—"And now can any little boy tell me what we need most when we go fishing?"

The answer was quickly shouted with one voice: "Bait!"

Monkey Business

The woman appeared at the ticket window for the sixth time.

"Er—when does the next train leave for Memphis?"

"It leaves at 2.48, madam," answered the agent with a trace of annoyance. "I have told that to you six times during the past half hour."

"I know you have, sir," replied the woman, "but Johnny likes to see you come to the window. He says it reminds him of the zoo."—The Open Road.

Next!

Mr. Smith took Tom to church for the first time and when the surpliced choir entered Tom asked in a loud whisper: "Are they all going to get their hair cut, Dad?"—The Open Road.

Well Known

A small but alert lad applied for work in a factory.

"What is your name, my lad?"

"Scott, sir."

"And your Christian name?"

"Walter, sir."

"A very well-known name, if I may say so," said the manager.

The boy looked pleased.

"Yes, sir; I've been delivering groceries round 'ere for two years now."—London Tit-Bits.

Well Chosen

"Rastus, I understand that you have become the father of twins. Have you named them yet?"

"Yessuh, Ah done call the fust one Adagio Allegro, and Ah'm goin' t' call the second one Encore."

"Musical names, all right. But why do you call the second one Encore?"

"Well, suh, you see, he wasn't on the program at all."

Only Pretending

"Darling," said grandma, noticing little Alice ironing her doll's dresses, "don't you know it is wrong to iron on the Sabbath?"

Raising her bright eyes to her grandmother's face, she answered with surprise in her voice: "Why, grandma, don't you s'pose Dod knows this little iron isn't hot?"—Boston Transcript.

Wouldn't Trust Him

The Patient's Wife—"Oh, before you go in to see my husband, doctor, will you see what's wrong with Chu-Chu? He's not very well."

The Doctor—"I'm not in the habit of treating dogs professionally, madam."

The Patient's Wife—"Oh, indeed; then you needn't attend my husband."—London Sketch.

Why Teachers' Eyes Need Care

FACING the light all day; subjected to irritating chalk dust; correcting papers or doing research work at night—no wonder a Teacher's EYES so often feel Tired, Dull and Heavy.

A few drops of *Murine* Night and Morning will protect your EYES from irritation and keep them in a Clear, Bright, Healthy Condition. Harmless!

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National Congress to Stress Safety Education

Safety education problems in the school will receive special consideration at the seventeenth annual safety congress to be held in New York October 1-5. More than 6,000 delegates attend this important meeting to discuss the national accident situation in its relation to industrial and public safety.

The remarkable reductions in child fatalities obtained in cities where safety education has been thoroughly incorporated in the school program have focused attention on the value of such teaching and the necessity of developing materials and methods.

Of particular interest to teachers are a series of meetings to be held on Tuesday, October 2, at the Waldorf-Astoria Hotel. In the morning there will be informal discussions dealing with various ways of teaching safety both in the classroom and through extra-curricular activities such as the junior safety councils and patrols. These discussions will be conducted by people who have made extensive experiments in this field and have evolved practical and successful methods.

In the afternoon a large meeting in the Waldorf-Astoria ballroom will deal with the objectives of present-day education; showing how safety fits in with the general scheme. These objectives will then be the subject of a round table discussion led by a prominent psychologist. A short safety play demonstrating the value of the drama as a medium for safety education will conclude the day's program.

The Education Division of the National Safety Council extends a cordial invitation to school officials and teachers to attend these sessions and to contribute to the discussions. During the Congress week there will be an exhibit of children's work showing how safety can be used to motivate units of instruction in the classroom. There will also be an opportunity to visit the New York City schools. Further information regarding the program may be secured from the Education Division of the National Safety Council, One Park Avenue, New York City.

College Credit May Be Given

The newly formed faculty of the Special Training Course for Teachers of Hard of Hearing Children to be conducted at Cleveland, Ohio, this summer (July 2—August 11) will endeavor to meet the requirements of Western Reserve University, which will then give college credit to those taking the course. Applicants must have had three years' experience with children and be able to follow the lectures. Information for particulars regarding the course should be sent to the American Federation of Organizations for the Hard of Hearing, 1601 35th street, Washington, D. C., which is sponsoring the course.

Meetings To Be Held

JULY.

24-27: National Association of Teachers of Colored Schools, Clinton J. Calloway, Tuskegee Institute, Macon, Ala.; Charleston, West Virginia.

SEPTEMBER.

6: Massachusetts State Normal Teachers Association, M. Grace Fickett, State Normal School, Westfield, Mass.; Bridgewater, Mass.

OCTOBER.

1-5: Playground Recreation Association of America, H. S. Braucher, 315 4th Avenue, New York City, N. Y.; Atlantic City, N. J.

4-5: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Potsdam, N. Y.

10-12: Wyoming State Teachers Association, B. H. McIntosh, High School, Cheyenne; Casper, Wyoming.

11-13: Vermont State Teachers Association, Bertha P. Lambert, 310 Gage Street, Bennington; Rutland, Vermont.

15: Montana State Council of English Teachers, Margaret Ronan, Missoula; Missoula, Montana.

18-20: Indiana State Teachers Association, Charles O. Williams, 205 Hotel Lincoln, Indianapolis,; Indianapolis, Indiana.

18-20: Utah Educational Association, D. W. Parratt, 316 Vermont Building, Salt Lake City; Salt Lake City, Utah.

19-20: New Hampshire State Teachers Association, Florence J. Hewitt, Portsmouth, N. H.; Portsmouth, New Hampshire.

22-25: National League of Compulsory Education Officials, A. N. Hennigar, Board of Education, Detroit, Mich.; Joilet, Ill.

24-26: Washington Educational Association, Arthur L. Marsh, 707 Lowman Building, Seattle, Washington; Seattle, Wash.

24-27: Montana Education Association, R. J. Cunningham, 9 Kohrs Block, Helena; Great Falls and Missoula, Montana.

25-26: Maine Teachers Association, Adelbert W. Gordon, Department of Education, Augusta, Maine; Bangor, Maine.

25-26: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Schenectady, N. Y.

25-26: Washington Education Association, Arthur L. Marsh, 707 Lowman Building, Seattle; Bellingham and Walla Walla, Washington.

25-27: Rhode Island Institute of Instruction, Clarence W. Bosworth, Cranston High School, Auburn, R. I.; Providence, R. I.

26: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Hendersonville, North Carolina.

26: Franklin County Teachers Convention, Greenfield, Mass., M. C. Moore, President, Greenfield.

26: Connecticut State Teachers Association, S. P. Willard, State Capitol, Hartford, Conn.; New Haven, Hartford, Bridgewater, New London.

26-27: Association of Summer School Directors, W. E. Scalock, University of Nebraska, Lincoln, Neb.; Lincoln, Nebraska.

26-27: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Utica, N. Y.

31-November 3: Nebraska State Teachers Association, Everett M. Hosman, 511 Richards Block, Lincoln; Chadron, McCook, Lincoln, Norfolk and Omaha, Nebraska.

NOVEMBER

1: Iowa State Federation of Teachers Clubs, Mrs. Lillian S. MacDowell, 719 Times Street, Keokuk, Iowa; Des Moines, Iowa.

1-3: New Mexico Educational Association, John Milne, Albuquerque; Albuquerque, Mexico.

2: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Charlotte, North Carolina.

2-3: New York State Teachers Association, Harlan M. Horner, 212 State Street, Albany; Buffalo, Rochester, New York.

2-3: Iowa Association of Teachers of English, Mrs. Nellie S. Aurner, State University of Iowa, Iowa City, Iowa; Des Moines, Iowa.

2-4: New Mexico Educational Association, John Milne, Albuquerque, N. M.; Albuquerque, New Mexico.

4-5: Wisconsin Physical Educational Association, Theresa M. Statz, 211 Henry Clay Street, Milwaukee, Wis.; Milwaukee, Wis.

5: Wisconsin Association of Mathematics Teachers, Miss Root, Racine High School, Racine, Wis.; Milwaukee, Wis.

5: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Durham, North Carolina.

7-9: Iowa State Teachers Association, Charles F. Pye, 415 Shops Building, Des Moines, Iowa; Des Moines, Iowa.

7-9: North Dakota State Education Association, M. E. McCurdy, 11 Magill Block, Fargo; Grand Forks, Minot, Jamestown, North Dakota.

8-9: Kansas State Teachers Association, F. L. Pinet, 315 W. 10th Street, Topeka; Hays, Hutchinson, Fort Scott and Topeka, Kansas.

8-10: Wisconsin Teachers Association, B. E. McCormick, Bever Building, Madison, Wis.; Milwaukee, Wis.

8-10: Minnesota Educational Association, C. G. Schulz, 919 Pioneer Building, St. Paul, Minnesota; St. Paul, Minn.

8-10: Kansas State Teachers Association, F. L. Pinet, Topeka, Kansas; Topeka, Kansas.

8-10: Arkansas Educational Association, H. L. Lambert, Box 1086, Little Rock, Ark.; Little Rock, Ark.

9-10: Wisconsin Association of Modern Foreign Languages Teachers, Mariels Schirmer, University of Wisconsin, Madison, Wis.; Milwaukee, Wis.

8-10: Arizona Education Association, W. T. Machan, Creighton High School, Phoenix; Phoenix, Arizona.

8-10: Colorado Education Association, W. B. Mooney, 530 Commonwealth Building, Denver; Grand Junction, Pueblo, Denver.

8-10: Delaware State Education Association, Robert E. Shilling, Supt., Milford; Newark, N. J.

8-10: Iowa State Teachers Association, Charles F. Pye, 415 Shops Building, Des Moines; Des Moines, Iowa.

8-10: Minnesota Education Association, C. G. Schulz, 919 Pioneer Building, St. Paul; Minneapolis, Minnesota.

8-10: Wisconsin Teachers Association, B. E. McCormick, 716 Beaver Bldg., Madison; Milwaukee, Wisconsin.

9-10: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Ithaca, N. Y.

9: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Greenville, North Carolina.

10-13: New Jersey State Teachers Association, Charles B. Dyke, R. 304 Stacy-Trent Hotel, Trenton; Atlantic City, New Jersey.

14-17: Missouri State Teachers Association, E. M. Carter, Columbia; Kansas City, Kirksville, Warrensburg, Cape Girardeau, Springfield, Maryville, Rolla, Missouri.

14-17: Missouri Council of Teachers of English, Mary A. Woods, State Teachers College, Springfield, Missouri; Kansas City, Missouri.

14-16: Arkansas Educational Association, H. L. Lambert, 219 Glover Bldg., Little Rock; Little Rock, Arkansas.

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